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ABSTRACT

This guide contains a variety of materials to help teachers for grades K-7 (specifically those in the Columbia County School System, Georgia) infuse career education into their classrooms. Contents include both school system-specific and general information: (1) brief discussion of career education; (2) listing of nine student outcome objectives; (3) objectives for the fourth and eighth grade career development criterion-referenced tests; (4) listing of career education resource teachers (CERTs), 1980-81; (5) role descriptions for principal, CERT, media specialist, and classroom teacher; (6) Columbia County Developed Career Education Materials List (Grades K-7); and (7) Elementary School Inventories of Career Education Materials for nine elementary schools. A final section entitled Procedures contains a discussion and outline of procedures for updating the Community Resource Guide, requesting a field trip, securing a community resource speaker, and obtaining free and inexpensive educational materials. Sample forms are provided as needed. (YLB)

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CE 027 032

CAREER EDUCATION PROGRAM

Columbia County School System - Appling, GA 30802

ED193517

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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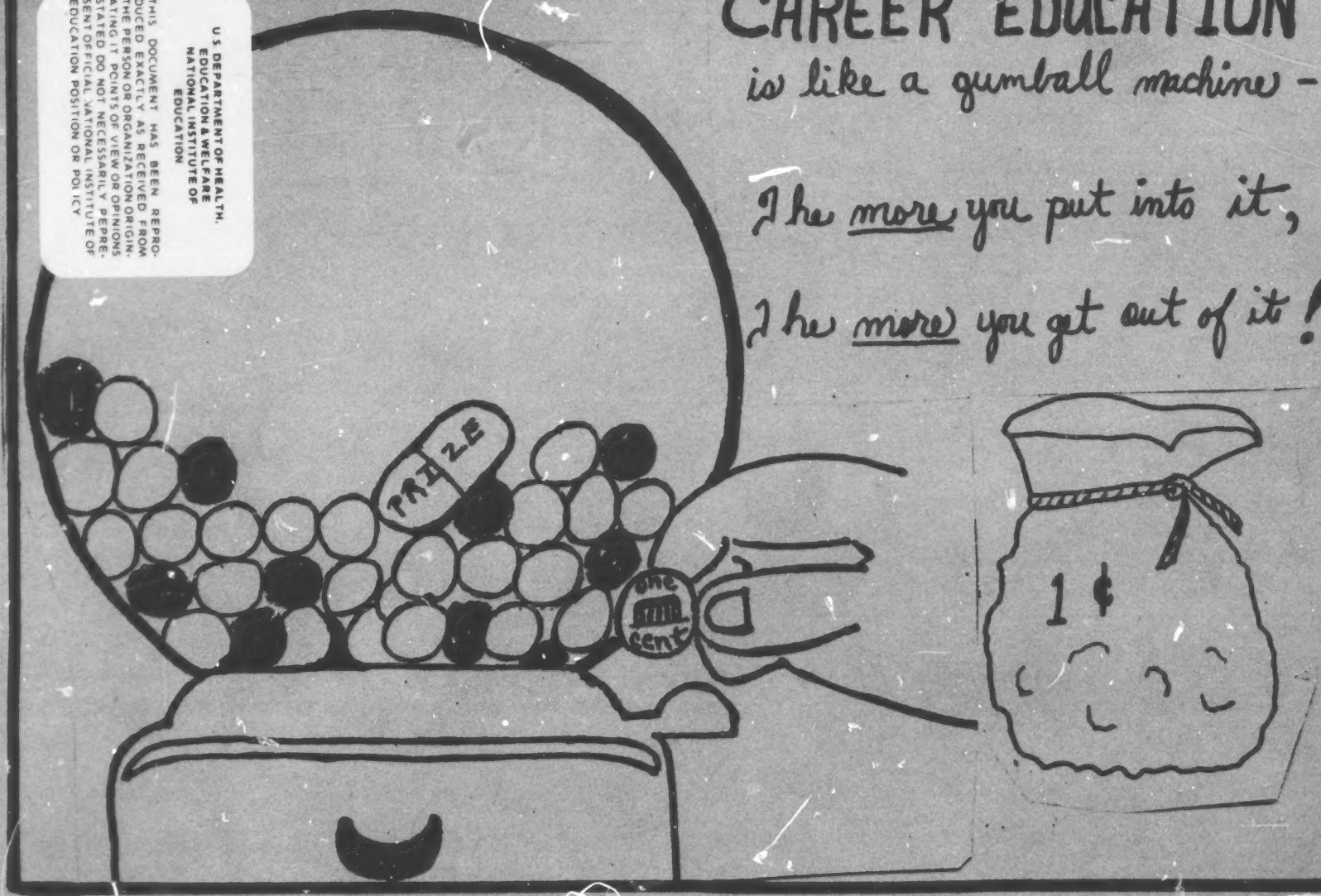
CAREER EDUCATION

is like a gumball machine -

The more you put into it,

The more you get out of it!



1980 1981

TEACHER GUIDE
GRADES K-7

GRADES K-7 TEACHER GUIDE

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CAREER EDUCATION: WHAT IS IT?

Career education is a new systematic approach to education which promises to make education more relevant and more interesting to students. As defined by by Dr. Kenneth Hoyt, "Career Education is the total effort of public education, the home, and the community aimed at helping all individuals to become familiar with the values of a work-oriented society to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Career education should become part of the student's curriculum from the moment he enters school. It relates reading, writing, arithmetic, and other subject areas to the varied ways in which adults live and earn a living. As the student progresses through school, the skills, knowledge, and above all, the attitudes necessary for work success are stressed. This stress is phased into <u>every</u> subject for <u>every</u> student, not just in separate classes designed for those who are going to work.

In the early school years, K-6, students are made aware of the variety of careers and occupations that make up the world of work. They focus on the world of work, consumer economics, and character of self development and try to bring these elements together.

In the middle years, 7-9, students are given opportunities to explore clusters of occupations and careers first hand by spending some time in simulated and actual work settings.

In the career preparatory level, 10-14, students are given an opportunity to explore clusters of occupations in more depth and to learn entry level knowledges and skills in one or more occupations or careers. They are also given the opportunity to prepare for professional career and other higher level careers which require a college education.

GOALS AND OBJECTIVES

Student Outcome Goals

The overall purpose of the exemplary career education model will be to produce leavers who are:

1. Competent in the basic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Equipped with a personally meaningful set of work values that foster in them a desire to work.

4. Equipped with career decision making skills, job hunting skills, and job getting skills.

5. Equipped with a degree of self-understanding and understanding of educational - vocational opportunities sufficient for making sound career decisions.

6. Aware of means available to them for continuing and recurrent education.

7. Either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions.

8. Actively seeking to find meaning and meaningfulness through work in productive use of leisure time.

9. Aware of means available to themselves for changing career options -- of societal and personal constraints impinging on career alternatives.

4TH GRADE - CAREER DEVELOPMENT CRITERION REFERENCED TEST OBJECTIVES

1. The student demonstrates an understanding that all individuals have different and varying personal characteristics and abilities which distinguish them from one another and that certain of these characteristics and abilities may change from time to time.

2. The student recognizes that he can exercise some control over himself and his environment.

3. The student recognizes that attitudes and values affect actions and life styles.

4. The student recognizes that respect is due to others for the contributions they make in their various roles and when their work is well done regardless of its nature.

5. The student recognizes that his or her behavior toward others affects others behavior toward them.

6. The student can identify socially acceptable behavior occuring in group situations.

7. The student recognizes that others depend on him or her in helping perform a task and can identify steps in which people depend on each other to perform certain tasks.

8. The student recognizes how individual abilities aid in accomplishing different tasks.

9. The student recognizes that all people perform some type of work.

10. The student recognizes certain personal characterisitics that are related to job fields.

11. The student recognizes that there are families (clusters) of jobs which relate to one another and that ones interests and abilities can relate to several different jobs as a result.

12. The student recognizes that work roles may change during ones career or that a worker may have multiple roles at the same time.

13. The student distinguishes between work and leisure time activities.

14. The student recognizes the value (personal reward) which come from a task well done.

15. The student can identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

16. The student recognizes that learning occurs in all types of life situations.

17. The student recognizes that he makes decisions and that his life is influenced by decisions made by himself and others.

18. The student recognizes that there can be alternative decisions making courses with differing consequences.

19. The student recognizes that tasks have a purpose and that steps are followed in completing a task.

20. The student recognizes that training leads to more affective performance than does chance or trial and error approach to a task.

8th GRADE - CAREER DEVELOPMENT CRITERION REFERENCED TEST OBJECTIVES

1. Given a particular situations the student can identify characteristics that may insure success or failure.

2. The student recognizes how the ability to get along with people affects getting into, keeping, and advancing in a job (interpersonal relations).

3. The student recognizes how personal characteristics may impede and/or facilitate work on the job.

4. The student recognizes how self confidence influences personal aspirations.

5. The student recognizes that certain things about himself can be or will be changed and that such changes can affect his chances for participating in and successfully completing various educational and vocational activities (relates also to decision making).

6. The student will recognize that work is an integral part of a lifestyle and that through career planning one can improve and/or change his lifestyle.

7. The student demonstrates knowledge of behaviors which are indicative or a sense of responsibility for ones own actions or decisions (relates also to decision making).

8. The student recognizes that career goals in many occupations are achieved only through experience and/or additional training.

9. The student recognizes that different occupations require different occupational preparation and that there may be alternative routes to the same occupation.

10. The student recognizes a wider variety of educational and occupational opportunities available to those who complete high school and to those with advanced and/or specialized training, as compared to a person who does not complete high school or who lacks skilled training.

11. The student will demonstrate knowledge or skills which are important in obtaining a job.

12. The student recognizes that he is influenced in some manner by every school subject area encountered, and he has some knowledge of the application of subject matter to his everyday life, including his work.

WORK AND OCCUPATIONS

13. The student is familiar with several major sources of vocational educational information and be able to judge generally how accurate, reliable and helpful certain sources and pieces of information are.

14. The student will recognize some of the ways in which the availability and/or desirability of specific educational and vocational opportunities are being influenced by social, economic and technological training.

15. The student will recognize that within an occupational area or group there are a wide variety of career choices.

16. Given several occupational fields (job families), the student will be able to identify some of the factors about the job field which could influence career choice.

DECISION MAKING

17. The student will recognize how various experiences such as leisure time activities, volunteer work, part time jobs, can be useful in choosing educational and vocational goals.

18. The student recognizes the interdependence of immediate decisions in long range goals.

19. The student can recognize influence of group of friends on his personal decisions.

20. The student can identify important decisions and choice points that face people who pursue various educational and vocational choices.

CAREER EDUCATION RESOURCE TEACHERS (CERTs)
School Year 1980-81

SCHOOL NAME	CERT
Belair Elementary	Debbie Callan
Evans Elementary	Cathy Ryan
Grovetown Elementary	Gwen Hoffman Ellen Lewis
Martinez Elementary	Elaine Schleier Virginia Johnson
North Columbia Elementary (Appling)	Mattie Grant
North Columbia Elementary (Phinizy)	Velma Ethridge
North Harlem Elementary	Peggy Young
South Columbia Elementary	Beverly O'Tyson Barbara Newby
South Harlem Elementary	Bernadette Williams
Westmont Elementary	Shelia Murphey
Columbia Junior High	Anne Pack
Evans Junior High	William Jackson
Evans High School	Dorothy Impink
Harlem High School	Ed James

ROLE DESCRIPTION

Principal

The Principal will be in charge of promoting and supporting Career Education within the school. In order to help meet the goals and objectives of Career Education the Principal will:

1. Promote Career Education among the faculty, PTA/PTO, community and student body.

2. Identify and support a Career Education Resource Teacher.

3. Provide faculty with staff development, workshops, or inservice to assist in the implementation of Career Education.

4. Develop or adopt a school plan for the Implementation of Career Education.

5. Encourage the Media Specialist to select materials suggested for use in a Career Education program.

6. Cooperate with Support Services in arranging teacher participation in writing teams by:
   a. providing teachers with information
   b. releasing teachers and providing substitutes
   c. providing writing team participants with an opportunity to share the experience with other teachers.

7. Assist in carrying out the total program by:
   a. assisting in the location and approval of community resource speakers
   b. approving field trips
   c. encouraging teachers to use available resources and materials.

8. Insure that an Advisory Committee is formed and serve as a member of this committee.

9. Provide times for teachers to share activities, ideas, materials, and techniques.

10. Request inservice from Career Education staff based on requests from faculty and availability of resources.

11. Provide positive reinforcement for teachers, media specialists and Career Education resource teachers who successfully accomplish their designated roles.

12. Allow teachers and other personnel from different schools to observe teachers' techniques, materials centers, classroom displays, etc., and other areas reinforcing Career Education concepts.
    a. done on a request basis
    b. done on necessary limitations

ROLE DESCRIPTION

Career Education Resource Teacher (CERT)
Grades K - 7

The CERT acts as the liason person between the school and the Career Education staff for the general purpose of implementing and maintaining career education in the school. In order to meet the goals and objectives outlined for career education, the CERT will:

1. Work with the principal to establish a specific time each week for assisting the teachers in planning career education activities, such as:
   a. suggest activities for using specific materials
   b. obtain requested information for teachers
   c. check on teacher progress
   d. distribute information
   e. assist in suggesting field trips, resource teachers, materials and supplies
   f. acknowledge individual teacher and student efforts in implementing career education activities
   g. reinforce verbally the successful projects attempted by teachers
   h. encourage teachers to write their suggestions for changes or additions to the career education program
   i. recommend to the Support Services the teachers who should be asked to participate in writing teams
   j. encourage teachers to exchange activities (contests, games).

2. Suggest to the media specialist any professional or classroom materials to be ordered.

3. Assist the Media Specialist in setting up displays of student activities.

4. Encourage teachers to record examples of bulletin boards, mobiles, and other displays reflecting career education goals and objectives and keep a file for other teachers to draw from.

5. Assist the principal in completing the school plan.

6. Assist the faculty, in cooperation with Margaret Harper, Connie Davis and the principal, in completing the school plans.

7. Coordinate a special school project.

8. Coordinate a school bulletin board for career education on a regular basis.

9. Submit the collected Community Resource Resume forms from the teachers to the Office of Career Education on a monthly basis - include field trips, speakers, and materials.

10. Collect and store the career education Samplers and materials at the end of each year in order to issue them at the beginning of the school year.

11. Attend career education inservice meetings every 6 weeks after school.

ROLE DESCRIPTION

Media Specialist
Grades K - 7

In cataloging and circulating materials to help accomplish the goals and objectives of the Columbia County Career Education program, the library-media specialist will:

1. Become familiar with materials related to career education.
2. Order and catalog materials which will be useful in meeting the established career education concepts.
3. Provide space in the library, if possible, for the career resource center.
4. Promote awareness of materials related to career education to the faculty by showing new materials in a faculty meeting.
5. Work with the resource teacher and principal to implement use of the career related information and materials.
6. Provide copies of materials guides for teacher use.
7. Help provide space for speakers to meet with groups of students.
8. Consult teachers for opinions on materials needed.
9. Assist students in locating resources for various career interests.
10. Maintain a file of community resources.

ROLE DESCRIPTION

The Classroom Teacher

The teacher will be the direct link to the student with whom the Career Education Program will be concerned. The duties of this person will be to work to make sure their students accomplish the goals and objectives of Career Education.

In order to meet the goals and objectives outlined for Career Education teachers will:

1. Infuse into the instructional program activities which correlate the Career Education concepts with the subject matter being studied. These concepts are aimed at improving students:

   a. work habits
   b. work values
   c. career awareness
   d. self awareness
   e. decision making
   f. leisure time
   g. knowledge of opportunities for continued education

2. Clearly write descriptions of teaching approaches used and student activities (handouts, discussions, field trips) .

3. Attend staff development meetings, workshops, and inservices to learn effective use of Career Education materials, techniques and approaches as well as how to develop lesson plans which fuse the Career Education concepts with various subject matter areas.

4. Use materials available from the Media Specialist and evaluate the specific material used.

5. Share activities, ideas, materials, and techniques with other interested teachers.

6. Work with the CERT in developing activities and selecting instructional materials and community resources which meet the subject needs as related to Career Education.

7. Course outline should be made available to CERT for effective planning.

   a. activities
   b. use of kits
   c. speakers
   d. field trips
   e. role playing

8. Allow teachers or personnel from other classrooms, schools or school systems to observe teaching techniques or centers.

9. Participate in writing teams to share ideas and activities with others.

10. On a monthly basis, report evaluations of materials (kits, handbooks, games, etc.) used and suggestions for expansion or changes.

11. Encourage and assist students in the use of community resources.

12. Request inservice in areas of inadequacy or interest.

Columbia County Locally Developed Career Education Materials K-7.

Samplers:

1. Early Childhood Sampler - every teacher
2. First Grade Sampler - every teacher
3. Second Grade Sampler - every teacher
4. Third Grade Sampler - every teacher
5. Fourth Grade Sampler - every teacher
6. Fifth Grade Sampler - every teacher
7. Sixth Grade Sampler - every teacher
8. Seventh Grade Sampler - every teacher

Other:

1. Bulletin Board Idea Book - (2 volumes) In library for checkout.
2. Community Resource Guide - Librarian, Secretary, C.E. Resource Teacher.

Hands-On Activity Lab Description

1. Grocery Store: In Library
   All K-4 schools have materials in the library for setting up a grocery store. This consists of one grocery cart with groceries, 1 cash register, 1 typewriter and a storefront.

2. Cooking Lab: In library
   All K-7 schools have materials for cooking activities. This consists of 1 hot plate and 1 toaster oven. South Columbia and North Columbia Elementary have pots and pans, bowls and measuring spoons as part of their cooking labs.

* 3. Woodworking Lab:
   2 electric hobby saws, hammers, screwdrivers, handsaw, coping saw, hand drills, pliers, measuring equipment, etc. Patterns and suggested activities also available.

* 4. Grooming Lab:
   Wigs, curlers, pins, combs, brushes, mirrors, wig stand, etc. Suggested activities for teaching children proper grooming habits are available.

* 5. Sewing Lab: 1 Kenmore portable sewing machine and attachments. Patterns and suggested activities also available.

* Available for checkout from Career Education Office, phone 863-8725.

CAREER EDUCATION MATERIALS

Elementary School Inventories (June 1978)

Columbia County School System

Following schools submitted revised list (June 1980):

Belair Elementary
Evans Elementary
Martinez Elementary
North Columbia Elementary (Appling & Phinizy)
Westmont Elementary

BELAIR ELEMENTARY (K-5)

Media Specialist: Louise Allen

Career Education Resource Teacher: Debbie Callan

Basic

Bread & Butterflies Guides
Duso-Level 1 & 2
Grow K-2, 3-6
Orange County Units
Spice Career Handbook
Interest Center with Activities

Other Materials

Career Croswords (Ditto Masters)
Career Exploration Activity Cards
Hannibal Hippo Reading Series Booklets (K-2)
Interest Center without activities
Occupational Crossword Puzzles
Occupation Word Hunt I (DLM-Ditto Masters)
Police badge, handcuffs, 2 whistles, 2 firefighter hats
Stethoscope
Targo Explores the World of Work (Filmstrip)
Building Match - up (DLM) - 2
Kombi Lotto
Job puzzles (K-2)
Mix'n Match game (K-2)
Food models (USRDA Comparison Cards)
From Earth to Your Table
Unhappy Alligator (play)
People on the Farm Dairy Farm Panarama Kit
Growing Changes
A New Look at Zip Code
Come Work With Us in a Telephone Company
Health Careers in Georgia
SUE Filmstrips Group 1&2&3 Learning to Live with Others
SRA Kit You & Your Family
SRA Kit You & Your Community
SRA Kit Self Development Stage 2&3
People need Each Other (activity book)
If I Worked Here (activity cards)
Lollipop Dragon "World Around Us"
Career Awareness activity cards
More All About Me (activity cards)

Teachers Resources

I've Got Me & I'm Glad (activity book)
At Least 1000 Things to Do
Kids-N-Katalogs
Mini Center Stuff
Special Kids Stuff
Nooks, Crannies & Corners
Cornering Creative Writing

Portalabs

Store front with cash register & typewriter
Cookinglab with broiler oven and single burner hotplate
Grocery Cart with play groceries

EVANS ELEMENTARY (6-7)

Media Specialist: Clara Sutton

Career Education Resource Teacher: Cathy Ryan

Basic

Bread & Butterflies Guides
Grow 3-6
Interest Center with Activities
Orange County Units (Grades 3,4,5, &6)
Spice Career Handbook

Other Materials

Cecil-Work Briefs (50)
Math Metric Survival Kit
I Have Feelings (self awareness cards)

Portalabs

Cooking Lab (Broiler Oven & single burner hot plate)

GROVETOWN ELEMENTARY (K-7)

Media Specialists: Kathy Allen (K-3), Cay Micklewright (4-7)

Career Education Resource Teachers: Gwen Hoffman, (K-3); Ellen Lewis, (4-7)

Basic

Bread & Butterfly Guides
Duso-Level 1
Grow: K-2, 3-6
Interest center with activities
Orange County Units
Spice Career Handbook

Other Materials

All about Me Activity Cards
All about Me Ditto Masters
Career Environment Cards # 3
Career Exploration activity cards
"Career" game
Career Identity cards (DLM)
Mix 'n Match Puzzles
People and their Jobs Puzzle
Toy telephone
Wooden Worker Models

Books

When I grow up (plus ditto masters)
All about me (creative writing)
World of Workers
Health Careers in Georgia

Portalabs

Cooking Lab (with broiler oven & single burner hotplate)
Storefront with cash register & typewriter
Grocery cart with play groceries.

MARTINEZ ELEMENTARY (K-7)

Media Specialists: Mary Dukes

Career Education Resource Teachers: Elaine Schleier (K-3)
Virginia Johnson (4-7)

Basic

- Bread & Butterflies Guides
- Duso-Level 1
- Grow: K-2, 3-6
- Interest Center with activities

Other Materials

- Cecil-Work Briefs (50)
- Interest center without activities
- "All About Me" (activity cards)
- Let's Go Shopping Game
- Math Survival Kit (metric)
- Lollipop Dragon World of Work Kit
- Occupations Floor Puzzle
- People on the Farm booklet
- Growing Changes "
- Chart Milk: From Farm to Family
- Where We Get Our Food booklet
- What We Do Day by Day (study prints)
- Dr Pepper's Friends Who Keep You Healthy
- Dr Peper"s Neighborhood Friends
- Familiar Sounds (Careers Tape)
- People Need Each Other
- Careers (World Book reprint)
- Consumer Advertising cassette & filmstrip
- Food Preparation
- Personal Care
- Zip Code-U.S. Postal Service

Teacher Resources

- Nooks Crannies, and Corners
- Center Stuff for Nooks, Crannies & Corners
- Cornering Creative Writing
- More Center Stuff for Nooks, Crannies & Corners
- Kids'N Katalogs
- Special Kids Stuff Catalog
- I've Got Me and I'm Glad
- At Least 1000 Things to Do

Portalabs

- Cooking Lab with Broiler oven and Single Burner Hotplate
- Store Front with cash register and Tom Thumb Typewriter
- Grocery Cart with play groceries

NORTH COLUMBIA ELEMENTARY (K-7)
Phinizy Building

Media Specialist : Margie Tankersley

Career Education Resource Teacher : Velma Ethridge

Basic

Duso-Level 1
Orange County Career Units (Grades 1-6)
Grow K-2 3-6
Interest Center with Activities

Other Materials

Career Exploration Activity Cards for Fun (Frank Schaffer)
When I Grow Up, Duplicating Masters (intermediate)
Occupations 2, Duplicating Masters (age 5 & up)
Study Prints - Working People
Occupation Word Hunt, Duplicating Masters (2 copies)
Jobs for People without High School (pamphlet)
Career Ed. Bingo
Occupation crossword puzzles, plastic coated (2 sets)
Sesame Street Bulletin Board
Let's Go Shopping (4 poster games)
"Careers" game
Occupation Awareness Bingo game
3 firefighter hats and 1 firehouse puppet board
All About Me (activity cards)
Exploring Careers Study prints (6)
Yellow pages of Learning Resources (pamphlet)
Elementary Teaching Techniques
My Book of Workers (Activity Book)
Trend Bulletin Board "Community Workers" (8 posters)
Work-Widening Occupational Roles Kit
Lollipop Dragon World of Work Learning Module
Community Careering Activity Book

Books

Truck and Bus Book
Clifford Gets a Job
People in my Family
Curious George Takes a Job
Fire Engine Book

Teacher Resources

At Least a 1000 Things to Do
I've Got Me & I'M Glad
People Need Each Other

Portalabs

Folding Storefront with typewriter
Little Learner Cash Register
Grocery Cart & Play groceries

NORTH COLUMBIA ELEMENTARY (K-7)
Appling Building

Media Specialist: Norma Hickman

Career Education Resource Teacher: Mattie Grant

Basic

Duso Kit - Level 1
Orange County Career Education Units
Grow: K-2, 3-6
Interest center with activities

Other Materials

Occupations Word Hunt #1 duplicating masters (age 5 & up)
Occupations Crossword Puzzle #2 Duplicating masters (age 5 & up)
Reaction Cards
Career Exploration Activity Cards
Job Puzzles # 19
Kombi Lotto
Math Metric Survival Kit
Job Scene Game
Career Card File
Health Careers in Georgia
Valuetales (16)
Basic Values for Everyday Living (set of 4 sound filmstrips)
World of Workers, Career Education Gamebook

Books

Career Education Activities in Elementary Music (book)
My Book of Workers
My Book of Jobs

Teacher Resources

Mini-Center Stuff
More Center Stuff for Nooks, Crannies & Corners
Nooks Crannies & Corners (Learning Centers for Creative Classrooms)

Portalabs

Cooking Lab (broiler oven & single burner hotplate)(set of posts, pans, utensils)
Storefront, grocery cart, and play groceries

NORTH HARLEM ELEMENTARY (K-4)

Media Specialists: Evelyn Gay

Career Education Resource Teacher: Peggy Young

Basic

Bread & Butterflies Guides
Duso-Level 1
Grow: K-2, 3-6
Interest center with activities
Orange County Units
File of Activities (missing)

Other Materials

Body Awareness Activity Cards (Look 'n Do)
Career Environment Cards
Career Exploration Cards for Fun
Dairy Farm Panorama Kit
Food Crossword Puzzles
Hannibal Hippo Read Me a Story Series (12 booklets, filmstrips, cassettes)
Health Crossword Puzzle
Instructo Puppet Playmates
Interest center without activities
Kombi Lotto
Occupation Word Hunt I (two boxes)
Occupation Word Hunt II (two boxes)
Occupational Photographs
People and their Jobs Puzzles
Part Whole Lotto
Reaction Cards
Sesame Street neighborhood game
Set of 7 hats
The Do-It Dust Factory Series (5 booklets, filmstrips, cassettes)
Transportation and Communication puzzles (wipe-off)
Wooden Worker Models
World of Workers (gamebook)
Written Language Cards-Careers (DLM)
Supplies (scissors, crayons, markers)

Books

At Work and All Day Long (booklets)
Busy Day People
Curious George Takes a Job
The Great Big Fire Book

Portalabs

Storefront with cash registers (2)
Cooking Lab, with broiler oven and single burner hotplate

SOUTH COLUMBIA ELEMENTARY (K-7)

Media Specialist: Bertha Petitt

Career Education Resource Teachers: Beverly O'Tyson (K-3)
Barbara Newby (4-7)

Basic

Bread & Butterflies Curriculum Guides
Duso Kit - Level 1
Grow: K-2 (2) 3-6 (1)
Interest Center with activities
Interest Center without activities
Orange County Units (K-6)

Other Materials

All About Me
American Women's Roles
Gene Sullivan
Body Parts - Activity Cards
Body Parts Dice Game
Body Parts Flannel Board
Career Association Cards (1)
Career Awareness (2 booklets)
Career Card File (DLM)
Career Environment Cards
Career Exploration Cards
Career Identity Cards
"Careers" game
City Objects, Transportation Charts
Community Careering (book)
Job Inset Puzzle (1)
Job Scene Game
Kombi Lotto
Let's Go Shopping (Math) by Trend
Means of Transportation Picture Book
Men Who Move the Nation Book
Mix'nMatch Puzzles (Occupation
Monopoly Game
Mostly Me (duplicating masters)
Now You Know About People and Work
Occupations I (duplicating masters)
Career Awareness Primer
World of Workers (Career Ed. gamebook)
Walk Along Sesame Street (game)
Jobs & Things Lotto
Therometer (by Ideal poster)
Career Crosswords
Hand Loom
Telephones (2)
Computer (Play and Learn)
Workers of TumTum
Lollipop Dragon World of Work
About the People Who Move & Deliver the Mail
Occupation Match-ups
Occupation Floor Puzzle
Occupation Word Hunt I
Occupation Photographs

Other Materials (continued)

"Payday Game"
People Parts Floor Puzzle
Puppet Playmates
Stethoscope
Writing Lang. Cards -Careers (DLM)
Hats, (hardhat, cowperson hat, welder)
When I grow Up (book and duplicating masters)
Math Metric Survival Kit
Focus on Self - Stage One (SRA kit)
Buying, Selling and Saving (Elem. economics)
Pennies, Nickles & Dimes (primary)
Career Insights and Self Awareness Games
Many People, Many Careers (by EMC)
Careers in the Arts

Books

All Day Long
Frankie and the Brave Fireman (book/record)
Popeye Comics Reading Library
Real People at Work (booklets)
In My Town
Willie Woo-oo-oo
Sesame Street People in Your Neighborhood
(various books on many careers)

Teacher Resources

Kid "n Katalogs
Every Number Counts (level 1&2)
At Least a 1000 things to Do(Self awareness)
I've Got Me & I'm Glad
Nook, Crannies, & Corners
Cornering Creative Writing

Portalabs

Cooking Lab (complete)
pots,pans, measuring spoons,plastic bowls, electric fryer, broiler oven,baking pans, mits, plastic spoons, hot pads, double burner hotplate, Betty Crocker Cook Book.
Storefront with typewriter, 2 phones
Grocery Cart with play groceries and cash register

SOUTH HARLEM ELEMENTARY (5-7)

Media Specialist: Emily Middleton

Career Education Resource Teacher: Bernadette Williams

Basic:

Grow: 3-6
Orange County Career Development Units
Cecil

Other Materials:

Buy a Stamp Game (Homemade, laminated)
Career: A Handbook of Elementary Classroom Ideas
Career Card File (DLM)
Career Photos (DLM)
Learning Tree, Vol. I (filmstrips, cassettes) Level 4
Careers that help People, Vol 2 (kit)
Changing Signals: A Highway to work and play, Level 4
Creative moments for children
Dollars and sense (cassettes, filmstrips) kit
Explore A Career Awareness Program from Scholastic
(filmstrips, cassettes, guide book) Kit
Exploring Careers Poster Set
Health Occupations
Kitchen Math
Mix'n Match puzzles (occupations)
Now you know about People at Work (cassettes, books,) kit
Occupational Crossword Puzzles
Occupation Word Hunt II
Personal Services (filmstrips, cassettes) K-3
Transportation Posters
Turning points
When I Grow Up (duplicating masters)
Written Language cards.
Learning Center without activities

Equipment from Career Education

1 cassette player-recorder (audiotronics 336520)
2 record players (audiotronics 735587, 735477)
1 listening station (audiotroics - green)
1 slide projector (Kodak Ektagraphic 3420396)
1 AV projection cart (H. Wildon corp. 40" brown plastic wired)

Portalabs

Cooking Lab with broiler oven and single burner hotplate

WESTMONT ELEMENTARY (K-4)

Media Specialist: Ann Darden

Career Education Resource Teacher: Sheila Murphey

Basic

Bread & Butterflies Curriculum Guides
Duso Kit-Level 1
Grow: K-2 and 3-6
Interest Center with Activities
Orange County Units

Other Materials:

Lollipop Dragon - World of Work
Part-Whole Lotto (4)
More All About Me Activity Cards (3)
Community Careering Ditto Masters
Occupations II Ditto Masters
Melville Activity Sheet Masters
Goofy Goes to Work (multimedia Kit)
Winnie the Pooh & Value of Things (multimedia kit)
Numerous books on Career Education Concepts (students & teachers)

Portalabs:

Grocery Cart with toy groceries
Cooking Lab with broiler oven and single burner hotplate
Storefront with cash register & typewriter.

PROCEDURES

Updating Community Resource Guide

Each year the Community Resource Guide must be updated due to personnel changes, company policy changes, and routine turnovers in the organizations listed in the Guide. Each community resource must be contacted by phone in order to secure accurate contact names, phone numbers and available services. Quite often, several teachers or counselors have already contacted the resource during the year so that the contact person has repeatedly given the same information to several schools.

Thus, in an effort to avoid duplication of effort and in order to follow county policy which states that all community resource involvement must be approved by the superintendent of schools, each Columbia County staff member who takes a field trip, invites a speaker, or uses materials must complete a Community Resource Resume form (Sample on page 25) whether one has or has not previously been included in the Community Resource Guide.

The procedures for updating the Community Resource Guide effective for the 1980-81 school year are as follows:

1. Each Columbia County staff member must complete a Community Resource Resume form (Sample on page 25) for all field trips, speakers, or materials utilized in the instructional program including:
   a. Resource - either field trip, speaker, or material
   b. Contact Person - person in charge of arrangements
   c. Address - accurate and complete address is vital for bus drivers and follow-up letters of appreciation
   d. Description - one or two statements explaining what information or services the resource offers
   e. Limitations - useful information concerning grade levels and group size which can save valuable teacher preparation time
   f. Grade/Subject - helpful when others look through the Guide for relevant topics

Updating Community Resource Guide (Continued):

2. The staff member must submit the completed Community Resource Resume form to the Career Education Resource Teacher (CERT) in the school before or immediately following the trip, speaker visit, or the use of the material.

3. The CERT will keep a file and submit the resumes to the Office of Career Education and Staff Development on a monthly basis.

4. The Office of Career Education will compile all forms at the end of each year to use in updating the Community Resource Guide. A revision sheet will be produced every year or two to avoid reproducing the entire Guide each year.

This procedure for updating the Community Resource Guide should avoid undue contacts made to the generous community representatives who so graciously offer their services to our schools.

Community Resource Resume

Resource: _____

Contact Person: _____

Address: _____

_____ Phone: _____

Description: _____

_____

_____

_____

_____

Limitations: Age: _____ Size of Group: _____ Time Preferred: _____

Other: _____

Grade/Subject: _____

Community Resource Resume

Resource: _____

Contact Person: _____

Address: _____

_____ Phone: _____

Description: _____

_____

_____

_____

_____

Limitations: Age: _____ Size of Group: _____ Time Preferred: _____

Other: _____

Grade/Subject: _____

PROCEDURES

FIELD TRIPS

Effective with the 1980-81 school year, the following procedures should be followed in requesting a field trip:

1. Consult the Community Resource Guide Field Trip section to locate an appropriate visitation site that relates to the unit of study. If one is not listed, see your Career Education Resource Teacher (CERT), principal, or counselor for a suggestion.

2. Contact the site at least three weeks in advance to set a date for the visitation. Be specific in stating the objectives of the field trip to the contact person to assist the site in planning for the trip.

3. Secure a Transportation Request Form (Sample on page 28) and a Lesson Plan form (Sample on page 29) from the principal's office.

4. Complete the Transportation Request Form and attach the Lesson Plan which illustrates the relevancy of the trip to the unit of study.

5. Obtain written approval from the school principal on the Transportation Request Form and submit the form with the Lesson Plan form attached to the Office of Career Education, Ms. Connie Davis, at least three weeks in advance.

   a. Ms. Davis will log in the request and forward the forms to Mr. Dick Ramsey, Bus Shop, for transportation arrangements.
   b. The teacher requesting the trip is responsible for calling Mr. Ramsey at 541-0657 to check on the status of the bus at least two days prior to the trip.

6. Send a Parental Permission Form (Sample on page 30) home to obtain the parent signature of approval at least one week before the trip. One form for each student should be on file in the principal's office.

7. Submit a Community Resource Resume form (Sample on page 25) - labeled as a Field Trip Resource - to the Career Education Resource Teacher (CERT) either before or immediately after the trip. Whether the resource is listed in the Guide or not, in order to comply with county policy, this form must be submitted on each trip taken.

8. Mail a follow-up letter of appreciation to the field trip site to thank the representative for the valuable help. The visitation sites often

Procedures - Field Trips (Continued):

enjoy receiving letters written by the students (be sure to check for errors before mailing!)

IMPORTANT NOTES

1. All field trips must be scheduled and requested between October 1 and March 31 of the school year. Trips may be taken after March 31, but they must be scheduled and requested prior to March 31.

2. Trips may be scheduled only on Tuesday, Wednesday, and Thursday during a week. Avoid Monday and Friday due to conflicts with the bus schedule.

3. No more than two trips per month may be scheduled and taken by any one school. Exceptions to this policy will be considered on an individual basis. Contact Connie Davis in the Office of Career Education and Staff Development for consideration.

4. No more than three trips per day throughout the school system can be accommodated. Therefore, depending upon the number of trips previously scheduled, you may be asked to reschedule a trip on occasion.

TRANSPORTATION REQUEST FORM

School _____

Purpose of Trip _____

Point of Departure _____

Point of Destination _____

Date of Trip _____ Time of Departure _____

Number of Students _____ Number of Chaperons _____

Request For Trip Made By: _____
Teacher - Coach etc

Approved: _____
Principal

Transportation Approved By: _____
Assistant Supt. for Pupil Services Date

Driver Assigned _____

Bus Assigned _____

Speedometer Reading at Point of Departure _____

Speedometer Reading at Point of Return _____

Time of Departure _____
Time of Return _____
Total Hours _____

~~BUS DRIVER TO BE PAID BY THE SCHOOL. A CHARGE OF TEN CENTS PER MILE WILL BE MADE FOR BUS OPERATION, (GASOLINE, OIL ETC.)~~

Subject/Grade _____ Developed by: _____

Outcome Goal: _____ CRT Objectives No.(s) _____

Performance Objective: _____

Curriculum Content	Activity	Materials, Resource Suggestions

33

34

PARENTAL PERMISSION FORM
EDUCATION TRIP

Description of Trip

Destination: _____

Date: _____

Point of Departure: _____ Time: _____

Point of Return: _____ Time: _____

Method of Travel: _____

Description of Activity: _____

_____

_____

_____

_____

_____

Teacher: _____ Phone: _____

Permission

If you want your child to go on this trip, please read the following carefully, put your signature and the date in the designated space, and return to me prior to the date of the trip.

1. I understand that my child must obey the rules that are established in terms of proper behavior for this trip.

2. I understand that the school is in no way responsible for personal property carried by my child on this trip. Any items left on buses used on the trip will be returned to the school office where students may claim them.

I hereby give my permission for my child _____

to go on this field trip to _____.

Signature: _____ Date: _____

PROCEDURES

SPEAKERS

Effective with the 1980-81 school year, the following procedures should be followed in securing a community resource speaker:

1. Check the Community Resource Guide to locate an appropriate resource speaker to further the objectives of the unit of study. If an appropriate speaker is not listed, check with the Career Education Resource Teacher (CERT), principal or counselor for a suggestion.

2. Phone the speaker to invite them for the scheduled day. Be sure to be specific in stating the goals of the speaker presentation so that the resource person will know what and how to prepare. (Sample information appears on page 32)

3. Obtain approval of the principal for the visit and invite the principal to attend in order to welcome the guest.

4. Prepare your class for the visit in advance by explaining who is coming, when they will speak, and why they are coming. Encourage the class to plan questions (Samples on page 33) to ask the speaker on the day of the visit.

5. Call the resource person one or two days before the visit to confirm. Often, speakers are very busy with their work and forget about the visit.

6. Complete a Community Resource Resume form (Sample on page 25) on the speaker and submit to the CERT before or immediately after the visit.

7. Write or have your students write follow-up thank you letters. Always be sure the students' letters are corrected before mailing.

MEMORANDUM

TO:

FROM:

DATE:

SUBJ:

Thank you for agreeing to serve as a resource in our Career Education Program. I appreciate your cooperation and look forward to working with you. The classroom teacher will contact you a day or so ahead of schedule to confirm everything. Below is more detailed information about the class and the arrangements for you to assist us.

Kind of resource you are providing: _____field trip_____classroom visit

Date:_____Time: from:_____to:_____

School:_____

Address:_____

Telephone:_____Room Number_____

Grade Level:_____Age of Class:_____No.of Students___

Subject being studied:_____

General idea of what we are doing:_____

_____

_____

Ways you can help us:_____

_____

_____

Additional information:_____

_____

_____

My school telephone should you need to talk with me:_____

SAMPLE QUESTIONS FOR STUDENTS TO ASK RESOURCE SPEAKERS AND AT FIELD TRIP SITES, GRADES K-6

1. Do you like your job?
2. Do you work with people in your job?
3. What subjects are we studying that you use in your job?
4. Do you have to go to college for your job?
5. If you don't have to go to college, what type of training do you need for your job?
6. What do you like best about your job?
7. What do you like least?
8. Is there anything dangerous about your job?
9. Do you have to be at work at a specific time every day?

   What happens if you are late?
10. Do you have "Recess" at work?
11. Do you have friends at work like I have at school?

    Are there people you don't like?
12. Do they tell you what to wear to work?
13. Do you have fire drills like we do or other safety drills?

PROCEDURES

FREE & INEXPENSIVE MATERIALS

The materials listed in this section have been compiled from teachers in staff development courses, from school systems in other counties, and from various other sources. All materials listed are intended to be free or relatively inexpensive in nature. However, due to the many sources, a few materials may be listed which are not considered "free and inexpensive." As a safeguard, always state the word "free" in the letter of request just in case the item does have a charge. In that event, the company will probably notify you of the charge before mailing the material.

The following procedures are outlined to assist you in obtaining free and inexpensive educational materials:

1. Check the Index of Grade Level/Subject Area/Career Concept in the Materials section of the Community Resource Guide.
2. Locate and read the descriptions of relevant materials to decide which materials are beneficial and useful to your program.
3. Order the materials well in advance of the date you plan to use them due to the lengthy periods of mail processing and delivery.
4. Ask the school office if you may use school stationery for the request since most companies supply only educational institutions at no charge.
5. Mail a request indicating the name of the material, a brief description, and the quantity of materials needed. Often only single copies are available at no charge. Be sure to include your name and mailing address (Sample request letter on page 35).
6. Include a thank you letter either in advance or after receiving the material.
7. Submit a community resource resume (Sample on page 25) - labeled Material - on any materials you order to the CERT. Please make corrections and add comments on the resumes of the materials you order. Please turn in any new sources not listed in the Guide so that additions can be made at regular intervals.

COLUMBIA COUNTY BOARD OF EDUCATION
JOHN PIERCE BLANCHARD, SUPERINTENDENT OF SCHOOLS
APPLING, GEORGIA 30802

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MEMORANDUM

TO:

FROM: Career Education Project, Columbia County School System

DATE:

SUBJ: Request for Materials

Columbia County School System has equipped each Junior and Senior High School with a career education resource center. The following free materials will be a valuable asset to each center.

Name of Material: _____

Number of Copies: _____

Thank you for your cooperation and courtesy in providing free education materials for our students.

Please return to:

Connie L. Davis, Coordinator
Career Education Project
Columbia County School System
Evans Comprehensive High School
Cox Road
Evans, GA 30809